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| [From NZQA website](http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Literacy-and-Numeracy/2011-literacy-numeracy-achievement-standards.xls) |  |  |  |  |  |  |
| Subject | Level | Registered | Title | Int/Ext | Credits | Literacy |
| Accounting | Level 1 | 90976 | Demonstrate an understanding of accounting concepts for small entities. (1.1) | Ext | 3 | Y |
| Accounting | Level 1 | 90979 | Prepare financial information for a community organisation's annual general meeting. (1.4) | Int | 4 | Y |
| Accounting | Level 1 | 90980 | Interpret accounting information for sole proprietors. (1.5) | Ext | 4 | Y |
| Accounting | Level 1 | 90981 | Make a financial decision for an individual or group.(1.6) | Int | 3 | Y |
| Accounting | Level 1 | 90982 | Demonstrate an understanding of cash management for a small entity. (1.7) | Int | 4 | Y |
| Accounting | Level 2 | 91174 | Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems (2.1) | Ext | 4 | Y |
| Accounting | Level 2 | 91177 | Interpret accounting information for entities that operate accounting subsystems (2.4) | Ext | 4 | Y |
| Accounting | Level 2 | 91179 | Demonstrate understanding of an accounts receivable subsystem for an entity (2.6) | Int | 3 | Y |
| Accounting | Level 2 | 91386 | Demonstrate understanding of an inventory subsystem for an entity (2.7) | Int | 3 | Y |
| Accounting | Level 2 | 91481 | Demonstrate understanding of a topical accounting issue for decision-making | IN | 4 | Y |
| Accounting | Level 3 | 91404 | Demonstrate understanding of accounting concepts for a New Zealand reporting entity | EX | 4 | Y |
| Accounting | Level 3 | 91407 | Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity | IN | 5 | Y |
| Accounting | Level 3 | 91408 | Demonstrate understanding of management accounting to inform decision-making | EX | 4 | Y |
| Accounting | Level 3 | 91409 | Demonstrate understanding of a job cost subsystem for an entity | IN | 4 | Y |
| Agricultural and Horticultural Science | Level 1 | 90155 | Demonstrate knowledge of pasture/crop management practices. (1.7) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 1 | 90160 | Demonstrate knowledge of the impact on the environment of primary production management practices. (1.5) | Int | 3 | Y |
| Agricultural and Horticultural Science | Level 1 | 90919 | Demonstrate knowledge of soil management practices.(1.3) | Ext | 4 | Y |
| Agricultural and Horticultural Science | Level 1 | 90920 | Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in New Zealand. (1.4) | Int | 3 | Y |
| Agricultural and Horticultural Science | Level 1 | 90921 | Demonstrate knowledge of livestock management practices. (1.6) | Ext | 5 | Y |
| Agricultural and Horticultural Science | Level 1 | 90923 | Demonstrate knowledge of basic plant propagation techniques. (1.9) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 1 | 90924 | Demonstrate knowledge of horticultural plant management practices and related plant physiology. (1.10) | Ext | 5 | Y |
| Agricultural and Horticultural Science | Level 2 | 91290 | Demonstrate understanding of techniques used to modify physical factors of the environment for plant production (2.2) | Ext | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91291 | Demonstrate understanding of advanced plant propagation techniques. (2.3) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91292 | Demonstrate understanding of management practices influencing plant growth/development (2.4) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91293 | Demonstrate understanding of livestock reproductive technologies (2.5) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91294 | Demonstrate understanding of management practices influencing livestock growth/development (2.6) | Ext | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91295 | Demonstrate understanding of interactions between livestock behaviour and management practices (2.7) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91296 | Produce a landscape plan (2.8) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91297 | Demonstrate understanding of land use for primary production in New Zealand (2.9) | Ext | 4 | Y |
| Agricultural and Horticultural Science | Level 2 | 91298 | Report on the environmental impact of the production of a locally produced primary product (2.1) | Int | 4 | Y |
| Agricultural and Horticultural Science | Level 3 | 91528 | Carry out an investigation into an aspect of a New Zealand primary product or its production | IN | 4 | Y |
| Agricultural and Horticultural Science | Level 3 | 91529 | Research and report on the impact of factors on the profitability of a New Zealand primary product | IN | 6 | Y |
| Agricultural and Horticultural Science | Level 3 | 91530 | Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products | EX | 5 | Y |
| Agricultural and Horticultural Science | Level 3 | 91531 | Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product(s) | EX | 4 | Y |
| Agricultural and Horticultural Science | Level 3 | 91532 | Analyse a New Zealand primary production environmental issue | EX | 5 | Y |
| Art History | Level 1 | 91015 | Demonstrate understanding of the formal elements of art works using art terminology. (1.1) | Ext | 4 | Y |
| Art History | Level 1 | 91016 | Demonstrate understanding of the subject matter of art works. (1.2) | Int | 4 | Y |
| Art History | Level 1 | 91017 | Demonstrate understanding of links between context(s) and art works. (1.3) | Int | 4 | Y |
| Art History | Level 1 | 91018 | Demonstrate knowledge of media and methods used to produce art works. (1.4) | Int | 4 | Y |
| Art History | Level 1 | 91019 | Demonstrate understanding of developments in an artist's work. (1.5) | Int | 4 | Y |
| Art History | Level 1 | 91020 | Explain why objects may be considered as art. (1.6) | Ext | 4 | Y |
| Art History | Level 2 | 91180 | Examine the effects of formal elements of art works (2.1) | Ext | 4 | Y |
| Art History | Level 2 | 91181 | Examine the meanings conveyed by art works (2.2) | Ext | 4 | Y |
| Art History | Level 2 | 91182 | Examine the influence of context(s) on art works (2.3) | Ext | 4 | Y |
| Art History | Level 2 | 91183 | Examine how media are used to create effects in art works (2.4) | Int | 4 | Y |
| Art History | Level 2 | 91184 | Communicate understanding of an art history topic (2.5) | Int | 4 | Y |
| Art History | Level 2 | 91185 | Communicate a considered personal response to art works (2.6) | Int | 4 | Y |
| Art History | Level 2 | 91186 | Demonstrate understanding of art works in relation to the physical environments in which they are seen (2.7) | Int | 4 | Y |
| Art History | Level 3 | 91482 | Demonstrate understanding of style in art works | EX | 4 | Y |
| Art History | Level 3 | 91483 | Examine how meanings are communicated through art works | EX | 4 | Y |
| Art History | Level 3 | 91484 | Examine the relationship(s) between art and context | EX | 4 | Y |
| Art History | Level 3 | 91485 | Examine the impact of media and processes on art works | IN | 4 | Y |
| Art History | Level 3 | 91486 | Construct an argument based on interpretation of research in art history | IN | 4 | Y |
| Art History | Level 3 | 91487 | Examine the different values placed on art works | IN | 4 | Y |
| Art History | Level 3 | 91488 | Examine the relationship(s) between a theory and art works | IN | 4 | Y |
| Art History | Level 3 | 91489 | Analyse texts about art | IN | 4 | Y |
| Biology | Level 1 | 90926 | Report on a biological issue. (1.2) | Int | 3 | Y |
| Biology | Level 1 | 90927 | Demonstrate understanding of biological ideas relating to micro-organisms. (1.3) | Ext | 4 | Y |
| Biology | Level 1 | 90928 | Demonstrate understanding of biological ideas relating to the life cycle of flowering plants. (1.4) | Ext | 4 | Y |
| Biology | Level 1 | 90929 | Demonstrate understanding of biological ideas relating to a mammal as a consumer. (1.5) | Ext | 3 | Y |
| Biology | Level 2 | 91154 | Analyse the biological validity of information presented to the public (2.2) | Int | 3 | Y |
| Biology | Level 2 | 91155 | Demonstrate understanding of adaptation of plants or animals to their way of life (2.3) | Int | 3 | Y |
| Biology | Level 2 | 91156 | Demonstrate understanding of life processes at the cellular level (2.4) | Ext | 4 | Y |
| Biology | Level 2 | 91157 | Demonstrate understanding of genetic variation and change (2.5) | Ext | 4 | Y |
| Biology | Level 2 | 91158 | Investigate a pattern in an ecological community (2.6) | Int | 4 | Y |
| Biology | Level 2 | 91159 | Demonstrate understanding of gene expression (2.7) | Ext | 4 | Y |
| Biology | Level 3 | 91601 | Carry out a practical investigation in a biological context, with guidance | IN | 4 | Y |
| Biology | Level 3 | 91602 | Integrate biological knowledge to develop an informed response to a socio-scientific issue | IN | 3 | Y |
| Biology | Level 3 | 91603 | Demonstrate understanding of the responses of plants and animals to their external environment | EX | 5 | Y |
| Biology | Level 3 | 91604 | Demonstrate understanding of how an animal maintains a stable internal environment | IN | 3 | Y |
| Biology | Level 3 | 91605 | Demonstrate understanding of evolutionary processes leading to speciation | EX | 4 | Y |
| Biology | Level 3 | 91606 | Demonstrate understanding of trends in human evolution | EX | 4 | Y |
| Biology | Level 3 | 91607 | Demonstrate understanding of human manipulations of genetic transfer and its biological implications | IN | 3 | Y |
| Business Studies | Level 1 | 90837 | Demonstrate an understanding of internal features of a small business. (1.1) | Ext | 4 | Y |
| Business Studies | Level 1 | 90838 | Demonstrate an understanding of external factors influencing a small business. (1.2) | Ext | 4 | Y |
| Business Studies | Level 1 | 90839 | Apply business knowledge to an operational problem(s) in a given small business context. (1.3) | Ext | 4 | Y |
| Business Studies | Level 1 | 90840 | Apply the marketing mix to a new or existing product. (1.4) | Int | 3 | Y |
| Business Studies | Level 1 | 90841 | Investigate aspects of human resource processes in a business. (1.5) | Int | 3 | Y |
| Business Studies | Level 1 | 90842 | Carry out and review a product-based business activity within a classroom context with direction. (1.6) | Int | 6 | Y |
| Business Studies | Level 2 | 90843 | Demonstrate understanding of the internal operations of a large business (2.1) | Ext | 4 | Y |
| Business Studies | Level 2 | 90844 | Demonstrate understanding of how a large business responds to external factors (2.2) | Ext | 4 | Y |
| Business Studies | Level 2 | 90845 | Apply business knowledge to a critical problem(s) in a given large business context (2.3) | Ext | 4 | Y |
| Business Studies | Level 2 | 90846 | Conduct market research for a new or existing product (2.4) | Int | 3 | Y |
| Business Studies | Level 2 | 90847 | Investigate the application of motivation theory in a business (2.5) | Int | 3 | Y |
| Business Studies | Level 2 | 90848 | Carry out, review and refine a business activity within a community context with guidance (2.6) | Int | 9 | Y |
| Business Studies | Level 3 | 91379 | Demonstrate understanding of how internal factors interact within a business that operates in a global context | EX | 4 | Y |
| Business Studies | Level 3 | 91380 | Demonstrate understanding of strategic response to external factors by a business that operates in a global context | EX | 4 | Y |
| Business Studies | Level 3 | 91381 | Apply business knowledge to address a complex problem(s) in a given global business context | EX | 4 | Y |
| Business Studies | Level 3 | 91382 | Develop a marketing plan for a new or existing product | IN | 6 | Y |
| Business Studies | Level 3 | 91383 | Analyse a human resource issue affecting businesses | IN | 3 | Y |
| Business Studies | Level 3 | 91384 | Carry out, with consultation, an innovative and sustainable business activity | IN | 9 | Y |
| Business Studies | Level 3 | 91385 | Investigate the exporting potential of a New Zealand business in a market, with consultation | IN | 3 | Y |
| Chemistry | Level 1 | 90931 | Demonstrate understanding of the chemistry in a technological application, with direction. (1.2) | Int | 2 | Y |
| Chemistry | Level 2 | 91163 | Demonstrate understanding of the chemistry in a recent discovery or development (2.3) | Int | 3 | Y |
| Chemistry | Level 2 | 91164 | Demonstrate understanding of the nature of bonding, structure and energy changes (2.4) | Ext | 5 | Y |
| Chemistry | Level 2 | 91165 | Demonstrate understanding of the properties of selected organic compounds (2.5) | Ext | 4 | Y |
| Chemistry | Level 2 | 91166 | Demonstrate understanding of chemical reactivity (2.6) | Ext | 4 | Y |
| Chemistry | Level 3 | 91387 | Carry out an investigation in chemistry involving quantitative analysis | IN | 4 | Y |
| Chemistry | Level 3 | 91389 | Demonstrate understanding of chemical processes in the world around us | IN | 3 | Y |
| Chemistry | Level 3 | 91390 | Demonstrate understanding of thermochemical principles and the properties of particles and substances | EX | 5 | Y |
| Chemistry | Level 3 | 91391 | Demonstrate understanding of the properties of organic compounds | EX | 5 | Y |
| Chemistry | Level 3 | 91392 | Demonstrate understanding of equilibrium principles in aqueous systems | EX | 5 | Y |
| Chemistry | Level 3 | 91393 | Demonstrate understanding of oxidation-reduction processes | IN | 3 | Y |
| Classical Studies | Level 1 | 91021 | Demonstrate understanding of ideas and values of the classical world. (1.1) | Ext | 4 | Y |
| Classical Studies | Level 1 | 91022 | Demonstrate understanding of the significance of features of work(s) of art in the classical world. (1.2) | Ext | 4 | Y |
| Classical Studies | Level 1 | 91023 | Demonstrate understanding of an important historical figure and/or event in the classical world. (1.3) | Ext | 4 | Y |
| Classical Studies | Level 1 | 91024 | Demonstrate understanding of social relationships in the classical world. (1.4) | Int | 6 | Y |
| Classical Studies | Level 1 | 91025 | Demonstrate understanding of links between aspects of the classical world and other cultures. (1.5) | Int | 6 | Y |
| Classical Studies | Level 2 | 91200 | Examine ideas and values of the classical world (2.1) | Ext | 4 | Y |
| Classical Studies | Level 2 | 91201 | Examine the significance of features of work(s) of art in the classical world (2.2) | Ext | 4 | Y |
| Classical Studies | Level 2 | 91202 | Examine a significant event in the classical world (2.3) | Int | 4 | Y |
| Classical Studies | Level 2 | 91203 | Demonstrate understanding of socio-political life in the classical world. (2.4) | Ext | 6 | Y |
| Classical Studies | Level 2 | 91204 | Demonstrate understanding of the influence of aspects of the classical world on other cultures. (2.5) | Int | 6 | Y |
| Classical Studies | Level 3 | 91394 | Analyse ideas and values of the classical world | EX | 4 | Y |
| Classical Studies | Level 3 | 91395 | Analyse the significance of a work(s) of art in the classical world | EX | 4 | Y |
| Classical Studies | Level 3 | 91396 | Analyse the impact of a significant historical figure on the classical world | EX | 6 | Y |
| Classical Studies | Level 3 | 91397 | Demonstrate understanding of significant ideology(ies) in the classical world | IN | 6 | Y |
| Classical Studies | Level 3 | 91398 | Demonstrate understanding of the lasting influences of the classical world on other cultures across time | IN | 6 | Y |
| Construction & Mechanical Technologies | Level 1 | 91059 | Demonstrate understanding of basic concepts used to make products from resistant materials. (1.22) | Int | 4 | Y |
| Construction & Mechanical Technologies | Level 1 | 91060 | Demonstrate understanding of basic concepts used to make products from textile materials. (1.23) | Int | 4 | Y |
| Construction & Mechanical Technologies | Level 1 | 91061 | Demonstrate understanding of basic concepts related to structures. (1.24) | Int | 3 | Y |
| Construction & Mechanical Technologies | Level 1 | 91062 | Demonstrate understanding of basic concepts related to machines. (1.25) | Int | 3 | Y |
| Construction & Mechanical Technologies | Level 2 | 91346 | Demonstrate understanding of advanced concepts used to make a product with textile materials (2.23) | Int | 4 | Y |
| Construction & Mechanical Technologies | Level 2 | 91347 | Demonstrate understanding of advanced concepts used when making an item using materials (2.22) | Int | 4 | Y |
| Construction & Mechanical Technologies | Level 2 | 91348 | Demonstrate understanding of advanced concepts related to structures (2.24) | Int | 3 | Y |
| Construction & Mechanical Technologies | Level 2 | 91349 | Demonstrate understanding of advanced concepts related to machines (2.25) | Int | 3 | Y |
| Construction and Mechanical Technologies | Level 3 | 91624 | Demonstrate understanding of a structural system | IN | 3 | Y |
| Construction and Mechanical Technologies | Level 3 | 91625 | Demonstrate understanding of a complex machine | IN | 3 | Y |
| Dance | Level 1 | 90005 | Demonstrate knowledge of a dance genre or style. (1.6) | Ext | 4 | Y |
| Dance | Level 1 | 90860 | Demonstrate understanding of the elements of dance. (1.4) | Int | 4 | Y |
| Dance | Level 1 | 90861 | Demonstrate understanding of a dance performance. (1.5) | Ext | 4 | Y |
| Dance | Level 2 | 91211 | Interpret a dance performance with supporting evidence. (2.7) | Ext | 4 | Y |
| Dance | Level 2 | 91212 | Demonstrate understanding of a dance genre or style in context. (2.8) | Ext | 4 | Y |
| Dance | Level 3 | 91594 | Analyse a dance performance | EX | 4 | Y |
| Dance | Level 3 | 91595 | Demonstrate understanding of the development of dance in Aotearoa/New Zealand | EX | 4 | Y |
| Design and Visual Communication | Level 1 | 91069 | Promote design work to an audience using visual communication techniques. (1.36) | Int | 4 | Y |
| Design and Visual Communication | Level 2 | 91340 | Develop a spatial design through graphics practice (2.33) | Int | 3 | Y |
| Digital Technologies | Level 1 | 91070 | Demonstrate understanding of basic concepts of information management. (1.40) | Ext | 3 | Y |
| Digital Technologies | Level 1 | 91072 | Demonstrate understanding of basic concepts of digital media.(1.42) | Int | 3 | Y |
| Digital Technologies | Level 1 | 91074 | Demonstrate understanding of basic concepts from computer science. (1.44) | Ext | 3 | Y |
| Digital Technologies | Level 1 | 91077 | Demonstrate understanding of concepts and components used in the design and construction of electronic environments. (1.47) | Int | 3 | Y |
| Digital Technologies | Level 1 | 91080 | Demonstrate understanding of the common components of basic digital infrastructures. (1.50) | Int | 3 | Y |
| Digital Technologies | Level 2 | 91367 | Demonstrate understanding of advanced concepts of information systems used to manage shared information (2.40) | Ext | 3 | Y |
| Digital Technologies | Level 2 | 91369 | Demonstrate understanding of the advanced concepts of digital media (2.42) | Int | 3 | Y |
| Digital Technologies | Level 2 | 91371 | Demonstrate understanding of advanced concepts from computer science (2.44) | Ext | 3 | Y |
| Digital Technologies | Level 2 | 91374 | Demonstrate understanding of advanced concepts used in the construction of electronic environments (2.47) | Int | 3 | Y |
| Digital Technologies | Level 2 | 91377 | Demonstrate understanding of local area network technologies (2.50) | Int | 3 | Y |
| Digital Technologies | Level 3 | 91632 | Demonstrate understanding of complex concepts of information systems in an organisation | EX | 4 | Y |
| Digital Technologies | Level 3 | 91633 | Implement complex procedures to develop a relational database embedded in a specified digital outcome | IN | 6 | Y |
| Digital Technologies | Level 3 | 91634 | Demonstrate understanding of complex concepts of digital media | IN | 4 | Y |
| Digital Technologies | Level 3 | 91635 | Implement complex procedures to produce a specified digital media outcome | IN | 4 | Y |
| Digital Technologies | Level 3 | 91636 | Demonstrate understanding of areas of computer science | EX | 4 | Y |
| Digital Technologies | Level 3 | 91637 | Develop a complex computer program for a specified task | IN | 6 | Y |
| Digital Technologies | Level 3 | 91638 | Demonstrate understanding of complex concepts used in the design and construction of electronic environments | EX | 4 | Y |
| Digital Technologies | Level 3 | 91639 | Implement complex interfacing procedures in a specified electronic environment | IN | 4 | Y |
| Digital Technologies | Level 3 | 91640 | Implement complex techniques in constructing a specified complex electronic and embedded system | IN | 4 | Y |
| Digital Technologies | Level 3 | 91641 | Demonstrate understanding of wide area network technologies | IN | 4 | Y |
| Digital Technologies | Level 3 | 91642 | Implement procedures for administering a wide area network | IN | 4 | Y |
| Drama | Level 1 | 90006 | Apply drama techniques in a dramatic context. (1.1) | Int | 4 | Y |
| Drama | Level 1 | 90009 | Perform an acting role in a scripted production. (1.6) | Int | 5 | Y |
| Drama | Level 1 | 90011 | Demonstrate understanding of the use of drama aspects within live performance. (1.7) | Ext | 4 | Y |
| Drama | Level 1 | 90997 | Devise and perform a drama. (1.2) | Int | 5 | Y |
| Drama | Level 1 | 90998 | Demonstrate understanding of the history and features of a drama / theatre form. (1.3) | Ext | 4 | Y |
| Drama | Level 1 | 90999 | Select and use features of a drama/ theatre form in a performance. (1.4) | Int | 4 | Y |
| Drama | Level 1 | 91000 | Demonstrate understanding of a significant play. (1.5) | Int | 4 | Y |
| Drama | Level 2 | 91213 | Apply drama techniques in a scripted context. (2.1) | Int | 4 | Y |
| Drama | Level 2 | 91214 | Devise and perform a drama to realise an intention. (2.2) | Int | 5 | Y |
| Drama | Level 2 | 91215 | Discuss a drama/theatre form or period with reference to text. (2.3) | Ext | 4 | Y |
| Drama | Level 2 | 91216 | Perform features of a complex drama/theatre form. (2.4) | Int | 4 | Y |
| Drama | Level 2 | 91217 | Examine the work of a playwright. (2.5) | Int | 4 | Y |
| Drama | Level 2 | 91218 | Perform a substantial acting role in a scripted production. (2.6) | Int | 5 | Y |
| Drama | Level 2 | 91219 | Discuss drama elements, techniques, conventions and technologies within live performance. (2.7) | Ext | 4 | Y |
| Drama | Level 2 | 91220 | Script a scene suitable for drama performance. (2.8) | Int | 4 | Y |
| Drama | Level 2 | 91221 | Direct a scene for drama performance. (2.9) | Int | 4 | Y |
| Drama | Level 3 | 91512 | Interpret scripted text to integrate drama techniques in performance | IN | 4 | Y |
| Drama | Level 3 | 91513 | Devise and perform a drama to realise a concept | IN | 5 | Y |
| Drama | Level 3 | 91514 | Interpret a prescribed text to demonstrate knowledge of a theatre form or period | EX | 4 | Y |
| Drama | Level 3 | 91515 | Select and use complex performance skills associated with a drama form or period | IN | 4 | Y |
| Drama | Level 3 | 91516 | Demonstrate understanding of the work of a drama or theatre theorist or practitioner | IN | 4 | Y |
| Drama | Level 3 | 91517 | Perform a substantial acting role in a significant production | IN | 5 | Y |
| Drama | Level 3 | 91518 | Demonstrate understanding of live drama performance | EX | 4 | Y |
| Drama | Level 3 | 91519 | Script a drama suitable for live performance | IN | 5 | Y |
| Drama | Level 3 | 91520 | Direct a drama performance | IN | 5 | Y |
| Earth and Space Science | Level 2 | 91187 | Carry out a practical Earth and Space Science investigation (2.1) | Int | 4 | Y |
| Earth and Space Science | Level 2 | 91188 | Evaluate, from an Earth and Space Science perspective, information communicated to the public (2.2) | Int | 4 | Y |
| Earth and Space Science | Level 2 | 91189 | Investigate geological processes in a New Zealand locality (2.3) | Int | 4 | Y |
| Earth and Space Science | Level 2 | 91190 | Investigate how organisms survive in an extreme environment (2.4) | Int | 4 | Y |
| Earth and Space Science | Level 2 | 91191 | Demonstrate understanding of extreme Earth events (2.5) | Ext | 4 | Y |
| Earth and Space Science | Level 2 | 91192 | Demonstrate understanding of stars and planetary systems (2.6) | Ext | 4 | Y |
| Earth and Space Science | Level 2 | 91193 | Demonstrate understanding of physical principles related to the Earth System (2.7) | Ext | 4 | Y |
| Earth and Space Science | Level 3 | 91410 | Carry out an independent practical Earth and Space Science investigation | IN | 4 | Y |
| Earth and Space Science | Level 3 | 91411 | Investigate a socio-scientific issue in an Earth and Space Science context | IN | 4 | Y |
| Earth and Space Science | Level 3 | 91412 | Investigate the evidence related to dating geological event(s) | IN | 4 | Y |
| Earth and Space Science | Level 3 | 91413 | Demonstrate understanding of processes in the ocean system | EX | 4 | Y |
| Earth and Space Science | Level 3 | 91414 | Demonstrate understanding of processes in the atmosphere system | EX | 4 | Y |
| Earth and Space Science | Level 3 | 91415 | Investigate an aspect of astronomy | IN | 4 | Y |
| Economics | Level 1 | 90983 | Demonstrate understanding of consumer choices using scarcity and demand. (1.1) | Ext | 4 | Y |
| Economics | Level 1 | 90984 | Demonstrate understanding of decisions a producer makes about production. (1.2) | Int | 5 | Y |
| Economics | Level 1 | 90985 | Demonstrate understanding of producer choices using supply. (1.3) | Ext | 3 | Y |
| Economics | Level 1 | 90986 | Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium. (1.4) | Ext | 5 | Y |
| Economics | Level 1 | 90987 | Demonstrate understanding of a government choice where affected groups have different viewpoints. (1.5) | Int | 4 | Y |
| Economics | Level 1 | 90988 | Demonstrate understanding of the interdependence of sectors of the New Zealand economy. (1.6) | Int | 3 | Y |
| Economics | Level 2 | 91222 | Analyse inflation using economic concepts and models (2.1) | Ext | 4 | Y |
| Economics | Level 2 | 91223 | Analyse international trade using economic concepts and models (2.2) | Ext | 4 | Y |
| Economics | Level 2 | 91224 | Analyse economic growth using economic concepts and models (2.3) | Ext | 4 | Y |
| Economics | Level 2 | 91225 | Analyse unemployment using economic concepts and models (2.4) | Int | 4 | Y |
| Economics | Level 2 | 91226 | Analyse statistical data relating to contemporary economic issues (2.5) | Int | 4 | Y |
| Economics | Level 2 | 91227 | Analyse how government policy and contemporary economic issues interact (2.6) | Int | 6 | Y |
| Economics | Level 2 | 91228 | Analyse a contemporary economic issue of special interest using economic concepts and models (2.7) | Int | 4 | Y |
| Economics | Level 3 | 91399 | Demonstrate understanding of the efficiency of market equilibrium | EX | 4 | Y |
| Economics | Level 3 | 91400 | Demonstrate understanding of the efficiency of different market structures using marginal analysis | EX | 4 | Y |
| Economics | Level 3 | 91401 | Demonstrate understanding of micro-economic concepts | IN | 5 | Y |
| Economics | Level 3 | 91402 | Demonstrate understanding of government interventions to correct market failures | IN | 5 | Y |
| Economics | Level 3 | 91403 | Demonstrate understanding of macro-economic influences on the New Zealand economy | EX | 6 | Y |
| Education for Sustainability | Level 2 | 90810 | Plan, implement and evaluate a personal action that will contribute towards a sustainable future (2.1) | Int | 6 | Y |
| Education for Sustainability | Level 2 | 90811 | Describe the consequences of human activity within a biophysical environment in relation to a sustainable future (2.2) | Ext | 4 | Y |
| Education for Sustainability | Level 2 | 90812 | Describe world views, their expression through practices and activities and the consequences for a sustainable future (2.3) | Int | 4 | Y |
| Education for Sustainability | Level 2 | 90813 | Describe values and associated behaviours in relation to a sustainable future (2.4) | Int | 3 | Y |
| Education for Sustainability | Level 2 | 90814 | Describe aspects of sustainability in relation to a sustainable future (2.5) | Ext | 4 | Y |
| Education for Sustainability | Level 2 | 90815 | Work cooperatively to develop and present a strategy or design for sustainability in response to a future scenario (2.6) | Int | 3 | Y |
| Education for Sustainability | Level 3 | 90828 | Evaluate a planned personal action that contributes toward a sustainable future | IN | 6 | Y |
| Education for Sustainability | Level 3 | 90829 | Investigate the interrelationship between humans and a biophysical environment in relation to a sustainable future | IN | 4 | Y |
| Education for Sustainability | Level 3 | 90830 | Compare and contrast initiatives in relation to a sustainable future | EX | 4 | Y |
| Education for Sustainability | Level 3 | 90831 | Describe policies and practices, their development and contribution to a sustainable future | EX | 5 | Y |
| Education for Sustainability | Level 3 | 90832 | Develop and justify a strategy for an organisation that will contribute to a sustainable future | IN | 5 | Y |
| English | Level 1 | 90052 | Produce creative writing. (1.4) | Int | 3 | Y |
| English | Level 1 | 90053 | Produce formal writing. (1.5) | Int | 3 | Y |
| English | Level 1 | 90849 | Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. (1.1) | Ext | 4 | Y |
| English | Level 1 | 90850 | Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence. (1.2) | Ext | 4 | Y |
| English | Level 1 | 90851 | Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. (1.3) | Ext | 4 | Y |
| English | Level 1 | 90852 | Explain significant connection(s) across texts, using supporting evidence. (1.8) | Int | 4 | Y |
| English | Level 1 | 90853 | Use information literacy skills to form conclusion(s). (1.9) | Int | 4 | Y |
| English | Level 1 | 90854 | Form personal response to independently read texts, supported by evidence. (1.10) | Int | 4 | Y |
| English | Level 1 | 90855 | Create a visual text. (1.7) | Int | 3 | Y |
| English | Level 1 | 90856 | Show understanding of significant aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence. (1.11) | Int | 3 | Y |
| English | Level 1 | 90857 | Construct and deliver an oral text. (1.6) | Int | 3 | Y |
| English | Level 2 | 91098 | Analyse specified aspect(s) of studied written text(s), with supporting evidence (2.1) | Ext | 4 | Y |
| English | Level 2 | 91099 | Analyse specified aspect(s) of studied visual or oral text(s), with supporting evidence (2.2) | Ext | 4 | Y |
| English | Level 2 | 91100 | Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (2.3) | Ext | 4 | Y |
| English | Level 2 | 91101 | Produce a selection of crafted and controlled writing (2.4) | Int | 6 | Y |
| English | Level 2 | 91102 | Construct and deliver a crafted and controlled oral text (2.5) | Int | 3 | Y |
| English | Level 2 | 91103 | Create a crafted and controlled visual text (2.6) | Int | 3 | Y |
| English | Level 2 | 91104 | Analyse significant connections across texts, supported by evidence (2.7) | Int | 4 | Y |
| English | Level 2 | 91105 | Use information skills to form developed conclusion(s) (2.8) | Int | 4 | Y |
| English | Level 2 | 91106 | Form developed personal response to independently read texts supported by evidence (2.9) | Int | 4 | Y |
| English | Level 2 | 91107 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence (2.10) | Int | 3 | Y |
| English | Level 3 | 91472 | Respond critically to specified aspect(s) of studied written text(s), supported by evidence | EX | 4 | Y |
| English | Level 3 | 91473 | Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence | EX | 4 | Y |
| English | Level 3 | 91474 | Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence | EX | 4 | Y |
| English | Level 3 | 91475 | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas | IN | 6 | Y |
| English | Level 3 | 91476 | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas | IN | 3 | Y |
| English | Level 3 | 91477 | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language | IN | 3 | Y |
| English | Level 3 | 91478 | Respond critically to significant connections across texts, supported by evidence | IN | 4 | Y |
| English | Level 3 | 91479 | Develop an informed understanding of literature and/or language using critical texts | IN | 4 | Y |
| English | Level 3 | 91480 | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence | IN | 3 | Y |
| English for Academic Purposes | Level 3 | 22750 | Write a crafted text using researched material in English for an academic purpose | IN | 5 | Y |
| English for Academic Purposes | Level 3 | 22751 | Read and process information in English for academic purposes | IN | 5 | Y |
| Generic Technology | Level 1 | 91044 | Undertake brief development to address a need or opportunity. (1.1) | Int | 4 | Y |
| Generic Technology | Level 1 | 91048 | Demonstrate understanding of how technological modelling supports decision making. (1.5) | Ext | 4 | Y |
| Generic Technology | Level 1 | 91049 | Demonstrate understanding of how materials enable technological products to function. (1.6) | Ext | 4 | Y |
| Generic Technology | Level 1 | 91050 | Demonstrate understanding of the role of subsystems in technological systems. (1.7) | Ext | 4 | Y |
| Generic Technology | Level 1 | 91051 | Demonstrate understanding of how different disciplines influence a technological development. (1.8) | Int | 4 | Y |
| Generic Technology | Level 1 | 91052 | Demonstrate understanding of the ways a technological outcome, people and social and physical environments interact. (1.9) | Int | 4 | Y |
| Generic Technology | Level 1 | 91053 | Demonstrate understanding of design. (1.10) | Ext | 3 | Y |
| Generic Technology | Level 1 | 91054 | Demonstrate understanding of basic human factors in design. (1.11) | Int | 4 | Y |
| Generic Technology | Level 1 | 91055 | Demonstrate understanding of basic concepts used in manufacturing. (1.12) | Int | 4 | Y |
| Generic Technology | Level 2 | 91354 | Undertake brief development to address an issue (2.1) | Int | 4 | Y |
| Generic Technology | Level 2 | 91358 | Discuss how modelling informs technological practice (2.5) | Ext | 4 | Y |
| Generic Technology | Level 2 | 91359 | Discuss material evaluation (2.6) | Ext | 4 | Y |
| Generic Technology | Level 2 | 91360 | Discuss the implications of redundancy and reliability in technological systems (2.7) | Ext | 4 | Y |
| Generic Technology | Level 2 | 91361 | Discuss socio cultural influences on aspects of technology (2.8) | Int | 4 | Y |
| Generic Technology | Level 2 | 91362 | Discuss the resolution of form and function in technological outcomes (2.9) | Int | 4 | Y |
| Generic Technology | Level 2 | 91363 | Demonstrate understanding of sustainability in design (2.10) | Ext | 4 | Y |
| Generic Technology | Level 2 | 91364 | Demonstrate understanding of advanced concepts related to human factors in design (2.11) | Int | 4 | Y |
| Generic Technology | Level 2 | 91365 | Demonstrate understanding of advanced concepts used in manufacturing (2.12) | Int | 4 | Y |
| Generic Technology | Level 3 | 91608 | Undertake brief development to address an issue within a determined context | IN | 4 | Y |
| Generic Technology | Level 3 | 91609 | Undertake project management to support technological practice | IN | 4 | Y |
| Generic Technology | Level 3 | 91610 | Develop a conceptual design considering fitness for purpose in the broadest sense | IN | 6 | Y |
| Generic Technology | Level 3 | 91611 | Develop a prototype considering fitness for purpose in the broadest sense | IN | 6 | Y |
| Generic Technology | Level 3 | 91612 | Demonstrate understanding of how technological modelling supports technological development and implementation | EX | 4 | Y |
| Generic Technology | Level 3 | 91613 | Demonstrate understanding of material development | EX | 4 | Y |
| Generic Technology | Level 3 | 91614 | Demonstrate understanding of operational parameters in complex and highly complex technological systems | EX | 4 | Y |
| Generic Technology | Level 3 | 91615 | Demonstrate understanding of consequences, responsibilities and challenges involved in technology | IN | 4 | Y |
| Generic Technology | Level 3 | 91616 | Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted | IN | 4 | Y |
| Generic Technology | Level 3 | 91617 | Undertake a critique of a technological outcome's design | EX | 4 | Y |
| Generic Technology | Level 3 | 91618 | Undertake development and implementation of a green manufacturing process | IN | 6 | Y |
| Generic Technology | Level 3 | 91619 | Demonstrate understanding of the application of a technical area to a specific field | IN | 4 | Y |
| Geography | Level 1 | 91007 | Demonstrate a geographic understanding of environments that have been shaped by extreme natural event(s). (1.1) | Ext | 4 | Y |
| Geography | Level 1 | 91008 | Demonstrate geographic understanding of population concepts. (1.2) | Ext | 4 | Y |
| Geography | Level 1 | 91009 | Demonstrate geographic understanding of the sustainable use of an environment. (1.3) | Int | 3 | Y |
| Geography | Level 1 | 91010 | Apply concepts and basic geographic skills to idemonstrate understanding of a given environment. (1.4) | Ext | 4 |  |
| Geography | Level 1 | 91011 | Conduct geographic research, with direction. (1.5) | Int | 4 | Y |
| Geography | Level 1 | 91012 | Describe aspects of a contemporary New Zealand geographic issue. (1.6) | Int | 3 | Y |
| Geography | Level 1 | 91013 | Describe aspects of a geographic topic at a global scale. (1.7) | Int | 3 | Y |
| Geography | Level 2 | 91240 | Demonstrate geographic understanding of a large natural environment. (2.1) | Ext | 4 | Y |
| Geography | Level 2 | 91241 | Demonstrate geographic understanding of an urban pattern. (2.2) | Int | 3 | Y |
| Geography | Level 2 | 91242 | Demonstrate geographic understanding of differences in development (2.3) | Ext | 4 | Y |
| Geography | Level 2 | 91243 | Apply concepts and geographic skills to demonstrate understanding of a given environment (2.4) | Ext | 4 | Y |
| Geography | Level 2 | 91244 | Conduct geographic research with guidance. (2.5) | Int | 5 | Y |
| Geography | Level 2 | 91245 | Explain aspects of a contemporary geographic issue. (2.6) | Int | 3 | Y |
| Geography | Level 2 | 91246 | Explain aspects of a geographic topic at a global scale. (2.7) | Int | 3 | Y |
| Geography | Level 2 | 91247 | Apply spatial analysis, with guidance, to solve a geographic problem. (2.8) | Int | 3 | Y |
| Geography | Level 3 | 91426 | Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment | EX | 4 | Y |
| Geography | Level 3 | 91427 | Demonstrate understanding of how a cultural process shapes geographic environment(s) | EX | 4 | Y |
| Geography | Level 3 | 91428 | Analyse a significant contemporary event from a geographic perspective | IN | 3 | Y |
| Geography | Level 3 | 91429 | Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills. | EX | 4 | Y |
| Geography | Level 3 | 91430 | Conduct geographic research with consultation | IN | 5 | Y |
| Geography | Level 3 | 91431 | Analyse aspects of a contemporary geographic issue | IN | 3 | Y |
| Geography | Level 3 | 91432 | Analyse aspects of a geographic topic at a global scale | IN | 3 | Y |
| Geography | Level 3 | 91433 | Apply spatial analysis, with consultation, to solve a geographic problem | IN | 3 | Y |
| Health | Level 1 | 90971 | Take action to enhance an aspect of personal well-being. (1.1) | Int | 3 | Y |
| Health | Level 1 | 90972 | Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. (1.2) | Ext | 4 | Y |
| Health | Level 1 | 90973 | Demonstrate understanding and application of interpersonal skills used to enhance relationships. (1.4) | Int | 5 | Y |
| Health | Level 1 | 90974 | Demonstrate understanding of strategies for promoting positive sexuality. (1.5) | Int | 4 | Y |
| Health | Level 1 | 90975 | Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. (1.6) | Ext | 4 | Y |
| Health | Level 1 | 91097 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being. (1.3) | Int | 4 | Y |
| Health | Level 2 | 91235 | Demonstrate understanding of an adolescent health issue. (2.1) | Ext | 5 | Y |
| Health | Level 2 | 91236 | Evaluate factors that influence people’s ability to manage change. (2.2) | Int | 5 | Y |
| Health | Level 2 | 91237 | Collectively take action to enhance an aspect of people’s well-being within the school or wider community. (2.3) | Int | 5 | Y |
| Health | Level 2 | 91238 | Describe interpersonal issues which place personal safety at risk. (2.4) | Ext | 4 | Y |
| Health | Level 2 | 91239 | Demonstrate understanding of issues related to sexuality and gender. (2.5) | Int | 5 | Y |
| Health | Level 3 | 91461 | Analyse a New Zealand health issue | IN | 5 | Y |
| Health | Level 3 | 91462 | Analyse an international health issue | EX | 5 | Y |
| Health | Level 3 | 91463 | Evaluate health practices currently used in New Zealand | IN | 5 | Y |
| Health | Level 3 | 91464 | Analyse a contemporary ethical issue in relation to well-being | IN | 4 | Y |
| Health | Level 3 | 91465 | Evaluate models for health promotion | EX | 5 | Y |
| History | Level 1 | 91001 | Carry out an investigation of an historical event, or place, of significance to New Zealanders. (1.1) | Int | 4 | Y |
| History | Level 1 | 91002 | Demonstrate understanding of an historical event, or place, of significance to New Zealanders. (1.2) | Int | 4 | Y |
| History | Level 1 | 91003 | Interpret sources of an historical event of significance to New Zealanders. (1.3) | Ext | 4 | Y |
| History | Level 1 | 91004 | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders. (1.4) | Int | 4 | Y |
| History | Level 1 | 91005 | Describe the causes and consequences of an historical event. (1.5) | Ext | 4 | Y |
| History | Level 1 | 91006 | Describe how a significant historical event affected New Zealand society. (1.6) | Ext | 4 | Y |
| History | Level 2 | 91229 | Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders. (2.1) | Int | 4 | Y |
| History | Level 2 | 91230 | Examine an historical event, or place, of significance to New Zealanders. (2.2) | Int | 5 | Y |
| History | Level 2 | 91231 | Examine sources of an historical event of significance to New Zealanders. (2.3) | Ext | 4 | Y |
| History | Level 2 | 91232 | Interpret different perspectives of people in an historical event of significance to New Zealanders. (2.4) | Int | 5 | Y |
| History | Level 2 | 91233 | Examine causes and consequences of a significant historical event. (2.5) | Ext | 5 | Y |
| History | Level 2 | 91234 | Examine how a significant historical event affected New Zealand society. (2.6) | Ext | 5 | Y |
| History | Level 3 | 91434 | Research an historical event or place of significance to New Zealanders, using primary and secondary sources | IN | 5 | Y |
| History | Level 3 | 91435 | Analyse an historical event, or place, of significance to New Zealanders | IN | 5 | Y |
| History | Level 3 | 91436 | Analyse evidence relating to an historical event of significance to New Zealanders | EX | 4 | Y |
| History | Level 3 | 91437 | Analyse different perspectives of a contested event of significance to New Zealanders | IN | 5 | Y |
| History | Level 3 | 91438 | Analyse the causes and consequences of a significant historical event | EX | 6 | Y |
| History | Level 3 | 91439 | Analyse a significant historical trend and the force(s) that influenced it | EX | 6 | Y |
| Home Economics | Level 1 | 90957 | Demonstrate understanding of societal influences on an individual's food choices and well-being. (1.2) | Int | 5 | Y |
| Home Economics | Level 1 | 90958 | Demonstrate understanding of how cultural practices influence eating patterns in New Zealand. (1.3) | Int | 5 | Y |
| Home Economics | Level 1 | 90959 | Demonstrate knowledge of practices and strategies to address food handling issues. (1.4) | Int | 5 | Y |
| Home Economics | Level 1 | 90960 | Demonstrate understanding of how an individual, the family and society can enhance each other's well-being. (1.5) | Ext | 4 | Y |
| Home Economics | Level 1 | 90961 | Demonstrate understanding of how packaging information can influence an individual's food choices and well-being. (1.6) | Ext | 4 | Y |
| Home Economics | Level 2 | 91299 | Analyseissues related to the provision of food for people with specific food needs. (2.1) | Int | 5 | Y |
| Home Economics | Level 2 | 91300 | Analysethe relationship between well-being, food choices and the determinants of health (2.2) | Ext | 4 | Y |
| Home Economics | Level 2 | 91301 | Analysebeliefs, attitudes and practices related to a nutritional issue for families in New Zealand (2.3) | Int | 5 | Y |
| Home Economics | Level 2 | 91302 | Evaluatesustainable food related practices (2.4) | Int | 5 | Y |
| Home Economics | Level 2 | 91303 | Analysepractices to enhance well-being used in care provision in the community (2.5) | Ext | 5 | Y |
| Home Economics | Level 2 | 91304 | Evaluate health promoting strategies designed to address a nutritional need. (2.6) | Ext | 4 | Y |
| Home Economics | Level 3 | 91466 | Investigate a nutritional issue affecting the well-being of New Zealand society | IN | 5 | Y |
| Home Economics | Level 3 | 91467 | Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society | IN | 5 | Y |
| Home Economics | Level 3 | 91468 | Analyse a food related ethical dilemma for New Zealand society | IN | 5 | Y |
| Home Economics | Level 3 | 91469 | Investigate the influence of multinational food corporations on eating patterns in New Zealand | IN | 5 | Y |
| Home Economics | Level 3 | 91470 | Evaluate conflicting nutritional information relevant to well-being in New Zealand society | EX | 4 | Y |
| Home Economics | Level 3 | 91471 | Analyse the influences of food advertising on well-being | EX | 4 | Y |
| Latin | Level 1 | 90862 | Translate adapted Latin text into English, demonstrating understanding. (1.1) | Ext | 6 | Y |
| Latin | Level 1 | 90863 | Demonstrate understanding of adapted Latin text. (1.2) | Ext | 5 | Y |
| Latin | Level 1 | 90864 | Demonstrate understanding of studied Latin literary text(s). (1.3) | Int | 6 | Y |
| Latin | Level 1 | 90865 | Present a Roman viewpoint. (1.4) | Int | 4 | Y |
| Latin | Level 1 | 90866 | Demonstrate understanding of Latin in current use. (1.5) | Int | 3 | Y |
| Latin | Level 2 | 91194 | Translate adapted Latin text of medium complexity into English, demonstrating understanding (2.1) | Ext | 6 | Y |
| Latin | Level 2 | 91195 | Interpret adapted Latin text of medium complexity, demonstrating understanding (2.2) | Ext | 5 | Y |
| Latin | Level 2 | 91196 | Interpret studied Latin literary text(s) (2.3) | Int | 6 | Y |
| Latin | Level 2 | 91197 | Interpret a Roman viewpoint (2.4) | Int | 4 | Y |
| Latin | Level 2 | 91198 | Interpret Latin in current use (2.5) | Int | 3 | Y |
| Latin | Level 3 | 91506 | Translate authentic Latin text into English demonstrating understanding | EX | 6 | Y |
| Latin | Level 3 | 91507 | Analyse authentic Latin text demonstrating understanding | EX | 5 | Y |
| Latin | Level 3 | 91508 | Analyse studied Latin literary text(s) | IN | 6 | Y |
| Latin | Level 3 | 91509 | Analyse a Roman viewpoint | IN | 4 | Y |
| Latin | Level 3 | 91510 | Analyse the influence of Latin text(s) on subsequent culture(s) | IN | 3 | Y |
| Latin | Level 3 | 91511 | Write complex Latin sentences that demonstrate understanding of Latin | IN | 3 | Y |
| Mathematics and Statistics | Level 1 | 91035 | Investigate a given multivariate data set using the statistical enquiry cycle. (1.10) | Int | 4 | Y |
| Mathematics and Statistics | Level 1 | 91036 | Use the statistical enquiry cycle to investigate bivariate measurement data. (1.11) | Int | 3 | Y |
| Mathematics and Statistics | Level 1 | 91038 | Investigate a situation involving elements of chance. (1.13) | Int | 3 | Y |
| Mathematics and Statistics | Level 2 | 91263 | Design a questionnaire (2.8) | Int | 3 | Y |
| Mathematics and Statistics | Level 2 | 91264 | Use statistical methods to make an inference (2.9) | Int | 4 | Y |
| Mathematics and Statistics | Level 2 | 91265 | Conduct an experiment to investigate a situation using statistical methods (2.10) | Int | 3 | Y |
| Mathematics and Statistics | Level 2 | 91266 | Evaluate a statistically based report (2.11) | Int | 2 | Y |
| Mathematics and Statistics | Level 2 | 91267 | Apply probability methods in solving problems (2.12) | Ext | 4 | Y |
| Mathematics and Statistics | Level 2 | 91268 | Investigate a situation using a simulation (2.13) | Int | 2 | Y |
| Mathematics and Statistics | Level 3 | 91580 | Investigate times series data | IN | 4 | Y |
| Mathematics and Statistics | Level 3 | 91581 | Investigate bivariate measurement data | IN | 4 | Y |
| Mathematics and Statistics | Level 3 | 91582 | Use statistical methods to make a formal inference | IN | 4 | Y |
| Mathematics and Statistics | Level 3 | 91583 | Conduct an experiment to investigate a situation using experimental design principles | IN | 4 | Y |
| Mathematics and Statistics | Level 3 | 91584 | Evaluate statistically based reports | EX | 4 | Y |
| Media Studies | Level 1 | 90989 | Demonstrate understanding of how individuals interact with the media. (1.1) | Int | 3 | Y |
| Media Studies | Level 1 | 90990 | Demonstrate understanding of selected elements of media text(s). (1.2) | Int | 3 | Y |
| Media Studies | Level 1 | 90991 | Demonstrate understanding of the media coverage of a current issue or event. (1.3) | Ext | 4 | Y |
| Media Studies | Level 1 | 90992 | Demonstrate understanding of characteristics of a media genre. (1.4) | Ext | 4 | Y |
| Media Studies | Level 1 | 90995 | Demonstrate understanding of rules that govern the media in New Zealand. (1.7) | Int | 3 | Y |
| Media Studies | Level 1 | 90996 | Write media texts for a specific target audience. (1.8) | Int | 3 | Y |
| Media Studies | Level 2 | 91248 | Demonstrate understanding of the relationship between a media product and its audience (2.1) | Ext | 3 | Y |
| Media Studies | Level 2 | 91249 | Demonstrate understanding of narrative in media texts (2.2) | Int | 4 | Y |
| Media Studies | Level 2 | 91250 | Demonstrate understanding of representation in the media (2.3) | Int | 4 | Y |
| Media Studies | Level 2 | 91251 | Demonstrate understanding of an aspect of a media genre (2.4) | Ext | 4 | Y |
| Media Studies | Level 2 | 91252 | Produce a design and plan for a developed media product, using a range of conventions (2.5) | Int | 4 | Y |
| Media Studies | Level 2 | 91253 | Complete a developed media product using a range of conventions, from a design and plan (2.6) | Int | 6 | Y |
| Media Studies | Level 2 | 91254 | Demonstrate understanding of an ethical issue in the media (2.7) | Int | 3 | Y |
| Media Studies | Level 2 | 91255 | Write developed media text for a specific target audience (2.8) | Int | 3 | Y |
| Media Studies | Level 3 | 91490 | Demonstrate understanding of an aspect of a media industry | EX | 4 | Y |
| Media Studies | Level 3 | 91491 | Demonstrate understanding of the meaning of a media text through different readings | IN | 3 | Y |
| Media Studies | Level 3 | 91492 | Demonstrate understanding of the media representation of an aspect of New Zealand culture or society | IN | 3 | Y |
| Media Studies | Level 3 | 91493 | Demonstrate understanding of a relationship between a media genre and society | IN | 4 | Y |
| Media Studies | Level 3 | 91494 | Produce a design for a media product that meets the requirements of a brief | IN | 4 | Y |
| Media Studies | Level 3 | 91495 | Produce a media product to meet the requirements of a brief | IN | 6 | Y |
| Media Studies | Level 3 | 91496 | Demonstrate understanding of a significant development in the media | IN | 3 | Y |
| Media Studies | Level 3 | 91497 | Write a media text to meet the requirements of a brief | IN | 3 | Y |
| Music | Level 1 | 91094 | Demonstrate knowledge of conventions used in music scores. (1.5) | Ext | 4 | Y |
| Music | Level 1 | 91095 | Demonstrate knowledge of two music works from contrasting contexts. (1.6) | Int | 6 | Y |
| Music | Level 2 | 91276 | Demonstrate knowledge of conventions in a range of music scores. (2.6) | Ext | 4 | Y |
| Music | Level 2 | 91277 | Demonstrate understanding of two substantial contrasting music works. (2.7) | Ext | 6 | Y |
| Music | Level 2 | 91278 | Investigate an aspect of New Zealand music. (2.9) | Int | 4 | Y |
| Music Studies | Level 3 | 91422 | Analyse a substantial music work | EX | 4 | Y |
| Music Studies | Level 3 | 91423 | Examine the influence of context on a substantial music work | IN | 4 | Y |
| Music Studies | Level 3 | 91425 | Research a music topic | IN | 6 | Y |
| Physical Education | Level 1 | 90963 | Describe the function of the body as it relates to the performance of physical activity. (1.2) | Int | 5 | Y |
| Physical Education | Level 1 | 90965 | Demonstrate understanding of societal influences on physical activity and the implications for self and others. (1.4) | Int | 4 | Y |
| Physical Education | Level 1 | 90966 | Demonstrate interpersonal skills in a group and explain how these skills impact on others. (1.5) | Int | 4 | Y |
| Physical Education | Level 1 | 90967 | Demonstrate strategies to improve the performance of a physical activity and describe the outcomes. (1.6) | Int | 3 | Y |
| Physical Education | Level 1 | 90968 | Demonstrate and show responsible behaviour for safety during outdoor education activities. (1.7) | Int | 3 | Y |
| Physical Education | Level 1 | 90970 | Demonstrate self management strategies and describe the effects on participation in physical activity. (1.9) | Int | 3 | Y |
| Physical Education | Level 2 | 91327 | Examine the role and significance of physical activity in the lives of young people in New Zealand. (2.1) | Int | 4 | Y |
| Physical Education | Level 2 | 91328 | Explain how biophysical principles relate to the learning of physical skills. (2.2) | Int | 5 | Y |
| Physical Education | Level 2 | 91329 | Apply biophysical principles to training for physical activity and explain the application. (2.3) | Int | 4 | Y |
| Physical Education | Level 2 | 91331 | Explain the significance for self, others and society of a sporting event, physical activity, or festival (2.5) | Int | 4 | Y |
| Physical Education | Level 2 | 91332 | Apply and explain appropriate leadership strategies that contribute to the effective functioning of a group. (2.6) | Int | 4 | Y |
| Physical Education | Level 2 | 91333 | Explain the application of risk management strategies to a challenging outdoor activity. (2.7) | Int | 3 | Y |
| Physical Education | Level 2 | 91335 | Explain the implementation and outcome(s) of a physical activity event or opportunity. (2.9) | Int | 3 | Y |
| Physical Education | Level 2 | 91336 | Explain group processes in physical activity. (2.10) | Int | 3 | Y |
| Physical Education | Level 3 | 91498 | Evaluate physical activity experiences to devise strategies for lifelong well-being | IN | 4 | Y |
| Physical Education | Level 3 | 91499 | Analyse a physical skill performed by self or others | IN | 3 | Y |
| Physical Education | Level 3 | 91500 | Evaluate the effectiveness of a performance improvement programme | IN | 4 | Y |
| Physical Education | Level 3 | 91502 | Examine a current physical activity event, trend, or issue and its impact on New Zealand society | IN | 4 | Y |
| Physical Education | Level 3 | 91503 | Evaluate the use of health promotion to influence participation in physical activity | IN | 5 | Y |
| Physical Education | Level 3 | 91504 | Analyse issues in safety management for outdoor activity to devise safety management strategies | IN | 3 | Y |
| Physical Education | Level 3 | 91505 | Examine contemporary leadership principles applied in physical activity contexts | IN | 4 | Y |
| Physics | Level 1 | 90936 | Demonstrate understanding of the physics of an application. (1.2) | Int | 2 | Y |
| Physics | Level 2 | 91168 | Carry out a practical investigation that leads to a non-linear mathematical relationship. (2.1) | Int | 4 | Y |
| Physics | Level 2 | 91169 | Demonstrate understanding of physics relevant to a selected context. (2.2) | Int | 3 | Y |
| Physics | Level 2 | 91170 | Demonstrate understanding of waves. (2.3) | Ext | 4 | Y |
| Physics | Level 2 | 91171 | Demonstrate understanding of mechanics. (2.4) | Ext | 6 | Y |
| Physics | Level 2 | 91172 | Demonstrate understanding of atomic and nuclear physics. (2.5) | Int | 3 | Y |
| Physics | Level 2 | 91173 | Demonstrate understanding of electricity and electromagnetism. (2.6) | Ext | 6 | Y |
| Physics | Level 3 | 91521 | Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship | IN | 4 | Y |
| Physics | Level 3 | 91522 | Demonstrate understanding of the application of physics to a selected context | IN | 3 | Y |
| Physics | Level 3 | 91523 | Demonstrate understanding of wave systems | EX | 4 | Y |
| Physics | Level 3 | 91524 | Demonstrate understanding of mechanical systems | EX | 6 | Y |
| Physics | Level 3 | 91525 | Demonstrate understanding of Modern Physics | IN | 3 | Y |
| Physics | Level 3 | 91526 | Demonstrate understanding of electrical systems | EX | 6 | Y |
| Physics | Level 3 | 91527 | Use physics knowledge to develop an informed response to a socio-scientific issue | IN | 3 | Y |
| Processing Technologies | Level 1 | 91083 | Demonstrate understanding of basic concepts used in processing. (1.61) | Int | 4 | Y |
| Processing Technologies | Level 1 | 91084 | Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage. (1.62) | Int | 4 | Y |
| Processing Technologies | Level 2 | 91352 | Demonstrate understanding of advanced concepts used in processing (2.61) | Int | 4 | Y |
| Processing Technologies | Level 2 | 91353 | Demonstrate understanding of advanced concepts used in preservation and packaging techniques for product storage and distribution (2.62) | Int | 4 | Y |
| Processing Technologies | Level 3 | 91643 | Implement complex procedures to process a specified product | IN | 6 | Y |
| Processing Technologies | Level 3 | 91644 | Demonstrate understanding of combined preservation mechanisms used to maintain product integrity | IN | 4 | Y |
| Religious Studies | Level 1 | 90816 | Describe key features of a sacred text. (1.1) | Int | 6 | Y |
| Religious Studies | Level 1 | 90817 | Describe a significant aspect within the development of a religious tradition. (1.2) | Int | 6 | Y |
| Religious Studies | Level 1 | 90818 | Describe key ethical principles of a religious tradition and how they are applied to an issue. (1.3) | Int | 6 | Y |
| Religious Studies | Level 1 | 90819 | Describe key beliefs of a religious tradition. (1.4) | Int | 6 | Y |
| Religious Studies | Level 2 | 90820 | Examine the meanings within a sacred text (2.1) | Int | 6 | Y |
| Religious Studies | Level 2 | 90821 | Explain the changes in an expression of a religious tradition (2.2) | Int | 6 | Y |
| Religious Studies | Level 2 | 90822 | Examine an example of contemporary social action related to a religious tradition (2.3) | Int | 6 | Y |
| Religious Studies | Level 2 | 90823 | Explain the significance of a key belief within two religious traditions (2.4) | Int | 6 | Y |
| Religious Studies | Level 3 | 90824 | Analyse a significant theme in a sacred text | IN | 6 | Y |
| Religious Studies | Level 3 | 90825 | Analyse religious expression in New Zealand | IN | 6 | Y |
| Religious Studies | Level 3 | 90826 | Examine the response of a religious tradition to a contemporary ethical issue | IN | 6 | Y |
| Religious Studies | Level 3 | 90827 | Compare and contrast a religious tradition with a secular world view | IN | 6 | Y |
| Science | Level 1 | 90948 | Demonstrate understanding of biological ideas relating to genetic variation. (1.9) | Ext | 4 | Y |
| Science | Level 1 | 90952 | Demonstrate understanding of the formation of surface features in New Zealand. (1.13) | Int | 4 | Y |
| Science | Level 1 | 90953 | Demonstrate understanding of carbon cycling. (1.14) | Int | 4 | Y |
| Science | Level 1 | 90954 | Demonstrate understanding of the effects of astronomical cycles on planet Earth. (1.15) | Int | 4 | Y |
| Science | Level 1 | 90955 | Investigate an astronomical or Earth science event. (1.16) | Int | 4 | Y |
| Social Studies | Level 1 | 91039 | Describe how cultures change. (1.1) | Ext | 4 | Y |
| Social Studies | Level 1 | 91040 | Conduct a social inquiry. (1.2) | Int | 4 | Y |
| Social Studies | Level 1 | 91041 | Describe the consequences of cultural change(s). (1.3) | Ext | 4 | Y |
| Social Studies | Level 1 | 91042 | Report on personal involvement in a social justice and human rights action. (1.4) | Int | 4 | Y |
| Social Studies | Level 1 | 91043 | Describe a social justice and human rights action. (1.5) | Int | 4 | Y |
| Social Studies | Level 2 | 91279 | Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas (2.1) | Ext | 4 | Y |
| Social Studies | Level 2 | 91280 | Conduct an evaluated social inquiry (2.2) | Int | 5 | Y |
| Social Studies | Level 2 | 91281 | Describe how cultural conflicts can be addressed (2.3) | Ext | 4 | Y |
| Social Studies | Level 2 | 91282 | Describe personal involvement in a social action to enable communities and/or nations to meet their responsibilities and exercise their rights (2.4) | Int | 5 | Y |
| Social Studies | Level 2 | 91283 | Describe a social action to enable communities and/or nations to meet responsibilities and exercise rights (2.5) | Int | 4 | Y |
| Social Studies | Level 3 | 91596 | Demonstrate understanding of ideological responses to an issue | EX | 4 | Y |
| Social Studies | Level 3 | 91597 | Conduct a critical social inquiry | IN | 6 | Y |
| Social Studies | Level 3 | 91598 | Demonstrate understanding of how ideologies shape society | EX | 4 | Y |
| Social Studies | Level 3 | 91599 | Examine personal involvement in a social action(s) that aims to influence policy change(s) | IN | 6 | Y |
| Social Studies | Level 3 | 91600 | Examine a campaign of social action(s) to influence policy change(s) | IN | 4 | Y |
| Te Reo Māori | Level 1 | 91085 | Whakarongo kia ki mōhio te reo o tōna ao. (1.1) | Int | 6 | Y |
| Te Reo Māori | Level 1 | 91086 | Kōrero kia whakamahi i te reo o tōna ao. (1.2) | Int | 6 | Y |
| Te Reo Māori | Level 1 | 91087 | Pānui kia mōhio ki te reo o tōna ao. (1.3) | Ext | 6 | Y |
| Te Reo Māori | Level 1 | 91088 | Tuhi i te reo o tōna ao. (1.4) | Ext | 6 | Y |
| Te Reo Māori | Level 1 | 91089 | Waihanga tuhinga i te reo o tōna ao. (1.5) | Int | 6 | Y |
| Te Reo Māori | Level 2 | 91284 | Whakarongo kia mōhio ki te reo o te ao torotoro (2.1) | Int | 4 | Y |
| Te Reo Māori | Level 2 | 91285 | Kōrero kia whakamahi i te reo o te ao torotoro (2.2) | Int | 6 | Y |
| Te Reo Māori | Level 2 | 91286 | Pānui kia mōhio ki te reo o te ao torotoro (2.3) | Ext | 6 | Y |
| Te Reo Māori | Level 2 | 91287 | Tuhi i te reo o te ao torotoro (2.4) | Ext | 6 | Y |
| Te Reo Māori | Level 2 | 91288 | Waihanga tuhinga i te reo o te ao torotoro (2.5) | Int | 6 | Y |
| Te Reo Māori | Level 3 | 91650 | Whakarongo kia mōhio ki te reo Māori o te ao whānui | IN | 4 | Y |
| Te Reo Māori | Level 3 | 91651 | Kōrero kia whakamahi i te reo Māori o te ao whānui | IN | 6 | Y |
| Te Reo Māori | Level 3 | 91652 | Pānui kia mōhio ki te reo Māori o te ao whānui | EX | 6 | Y |
| Te Reo Māori | Level 3 | 91653 | Tuhi i te reo Māori o te ao whānui | EX | 6 | Y |
| Te Reo Māori | Level 3 | 91654 | Waihanga tuhinga whai take i te reo Māori o te ao whānui | IN | 6 | Y |
| Te Reo Rangatira | Level 1 | 90135 | Whakarongo ki ngā kōrero o tōna ao. (1.1) | Ext | 4 | Y |
| Te Reo Rangatira | Level 1 | 90137 | Pānui i ngā tuhinga huhua noa. (1.3) | Ext | 4 | Y |
| Te Reo Rangatira | Level 1 | 90801 | Kōrero i te reo ōkawa. (1.2) | Int | 3 | Y |
| Te Reo Rangatira | Level 1 | 90802 | Kōrero i te reo ōpaki.(1.7) | Int | 3 | Y |
| Te Reo Rangatira | Level 1 | 90803 | Āta hanga i tētahi tuhinga. (1.4) | Int | 4 | Y |
| Te Reo Rangatira | Level 1 | 90804 | Tuhituhi kōrero e hāngai ana ki te kaupapa. (1.8) | Ext | 3 | Y |
| Te Reo Rangatira | Level 1 | 90805 | Mātakitaki i te reo ataata. (1.5) | Int | 3 | Y |
| Te Reo Rangatira | Level 2 | 90442 | Whakarongo ki te reo whaikupu (2.1) | Ext | 3 | Y |
| Te Reo Rangatira | Level 2 | 90750 | Rangahau, whakarite me te whakaputa whaikōrero (2.2) | Int | 3 | Y |
| Te Reo Rangatira | Level 2 | 90751 | Whakaputa i te kōrero tene (2.7) | Int | 2 | Y |
| Te Reo Rangatira | Level 2 | 90752 | Pānui i te reo tawhito (2.3) | Ext | 3 | Y |
| Te Reo Rangatira | Level 2 | 90753 | Pānui i te reo hōu (2.8) | Ext | 3 | Y |
| Te Reo Rangatira | Level 2 | 90754 | Whakaputa i te tuhinga (2.4) | Int | 4 | Y |
| Te Reo Rangatira | Level 2 | 90755 | Titotito i te kōrero whakangahau (2.9) | Int | 3 | Y |
| Te Reo Rangatira | Level 2 | 90756 | Mātakitaki me te hanga i te whakaaturanga (2.10) | Int | 3 | Y |
| Te Reo Rangatira | Level 3 | 90536 | Whakarongo ki te reo kaumātua | EX | 3 | Y |
| Te Reo Rangatira | Level 3 | 90785 | Matapaki i te kaupapa e taunga ana | IN | 3 | Y |
| Te Reo Rangatira | Level 3 | 90786 | Pānui i te tuhinga roa | IN | 3 | Y |
| Te Reo Rangatira | Level 3 | 90787 | Whakaputa i te tuhinga roa | IN | 3 | Y |
| Te Reo Rangatira | Level 3 | 90788 | Ohia ki te kōrero mō te kaupapa pupū noa | IN | 3 | Y |
| Te Reo Rangatira | Level 3 | 90789 | Pānui i ngā tuhinga popoto | EX | 3 | Y |
| Te Reo Rangatira | Level 3 | 90790 | Tuhituhi whakaaro e hāngai ana ki te kaupapa | EX | 3 | Y |
| Te Reo Rangatira | Level 3 | 90791 | Whakarite, whakaputa i te whakaaturanga | IN | 3 | Y |
| Visual Arts | Level 1 | 90913 | Demonstrate understanding of art works from Māori and other cultural contexts using art terminology. (1.1) | Int | 4 | Y |
| Visual Arts | Level 2 | 91305 | Demonstrate an understanding of methods and ideas from established practice appropriate to design (2.1) | Int | 4 | Y |
| Visual Arts | Level 2 | 91306 | Demonstrate an understanding of methods and ideas from established practice appropriate to painting (2.1) | Int | 4 | Y |
| Visual Arts | Level 2 | 91307 | Demonstrate an understanding of methods and ideas from established practice appropriate to phtography (2.1) | Int | 4 | Y |
| Visual Arts | Level 2 | 91308 | Demonstrate an understanding of methods and ideas from established practice appropriate to print making (2.1) | Int | 4 | Y |
| Visual Arts | Level 2 | 91309 | Demonstrate an understanding of methods and ideas from established practice appropriate to sculpture(2.1) | Int | 4 | Y |
| Visual Arts - Design | Level 3 | 91440 | Design: Analyse methods and ideas from established design practice | IN | 4 | Y |
| Visual Arts - Painting | Level 3 | 91441 | Painting: Analyse methods and ideas from established painting practice | IN | 4 | Y |
| Visual Arts - Photography | Level 3 | 91442 | Photography: Analyse methods and ideas from established photography practice | IN | 4 | Y |
| Visual Arts - Printmaking | Level 3 | 91443 | Printmaking: Analyse methods and ideas from established printmaking practice | IN | 4 | Y |
| Visual Arts - Sculpture | Level 3 | 91444 | Sculpture: Analyse methods and ideas from established sculpture practice | IN | 4 | Y |